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AN ANALYSIS OF THE PERSONALITIES OF TEN
BURLINGTON, NORTH CAROLINA, TEACHERS
CONCEDED TO BE SUPERIOR BY PARENTS,
CHILDREN AND COLLEAGUES

by

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TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION.	1
Justification for the Study	1
Statement of the Problem.	3
Delimitations of the Problem.	3
Methods Used.	4
Related Study	5
II. ESTIMATES OF SUPERIOR TEACHERS BY PARENTS AND COLLEAGUES. . . .	7
Introduction.	7
Statements from Professional Literature	7
Techniques Used in the Interview with Parents	9
Interviews with Parents	10
Explanation of Table.	18
Personality Traits Valued by Parents.	18
Explanation of Table.	24
Added Information Used by Some Parents.	26
Colleagues' Opinions of the Personality Traits of Superior Teachers	26
Summary	28
III. ESTIMATES OF CHILDREN	31
Introduction.	31
The Validity and the Results of Students' Evaluations of Teachers	31
Children in the Schools of Burlington, North Carolina	34
Methods Appreciated by Children	35
Explanation of Table.	44

TABLE OF CONTENTS

CHAPTER	PAGE
Personality Traits Approved by Children	44
Explanation of Table.	57
Summary of Chapter III.	59
IV. DATA ON TEACHERS STUDIED.	61
Introduction.	61
The Teachers.	61
Elements in Common.	72
The Ideal Teacher Viewed by Parents	73
V. SUMMARY, CONCLUSIONS, RECOMMENDATIONS	76
Summary	76
Conclusions	78
Recommendations	79
BIBLIOGRAPHY.	81

LIST OF TABLES

TABLE	PAGE
I. A Percentage Table Showing Parents' Rating of Superior Teachers by Use of Desirable Methods	19
II. A Percentage Table Showing Parents' Rating of Superior Teachers by Use of Desirable Traits.	25
III. A Percentage Table Showing Children's Rating of Superior Teachers by Use of Desirable Methods	45
IV. A Percentage Table Showing Children's Rating of Superior Teachers by Use of Desirable Traits.	58

CHAPTER I

INTRODUCTION

This study is an analysis of the personalities of ten Burlington, North Carolina, teachers conceded to be superior by parents, children and colleagues.

Justification for the Study

Many factors contribute to excellent teaching; among them are scholarship, technical skill, and equipment. These, however, are insufficient if the teacher's personality is poor.

A good personality is emphasized and recognized by parents, teachers, and children. Inasmuch as many parents and children, in commenting on the excellence of certain teachers, evaluate them in terms of personality, it should be helpful to beginners in the profession to examine the characteristics of an experienced group of teachers judged to be excellent by their clientele.

The outstanding significance of the personality of the teacher is emphasized in the writings of nearly all authorities on school problems.

Hunter, for example, says:

It should not matter whether teachers are married or single, young or old, men or women. It is important that they are successful teachers. Training in the subjects taught, ability to teach in an illuminating manner, and the development of a sympathetic personality are important considerations in both hiring and retaining teachers.¹

1. Beatrice Cahill Hunter, "Choose the Best Teacher," Journal of Education, 113:122, February 2, 1931.

Hill thinks that:

The most important part of every teacher's equipment is the kind of person he is. This may sound trite, but it is a truth of which we should never lose sight. It is central to every effort to ward the improvement of teaching. It is essential to all programs for the betterment of education in general.²

Baxter states that:

The educational significance of the direct influence of the mature personality of the teacher upon the impressionable personalities of children is worthy of careful evaluation. Especially is this true today.³

The author agrees with Smith, who justified his study on the excellence of teachers by stressing the fact that he gathered information from their students.⁴

Edmonson, encouraging parents to analyze the needs of their children so that the school will adequately train them, says:

One of the most promising ways of insuring that schools shall continue to furnish an adequate program of training for boys and girls is to stimulate parents to define requirements for teachers in the light of an understanding of the educational needs of their children. This is a challenging time in which to be involved in educational work. There is much to do. It is a time when concerted action is needed to defend the good and eliminate the bad. It is a time to encourage experimentation and research. It is a time when every adult who is interested in the well-being of children and young people may find opportunities of expressing this interest in constructive action.⁵

2. George E. Hill, "Mental Hygiene of the Teacher," Educational Administration and Supervision, 23:504, October, 1937.

3. Bernice Baxter, Teacher-Pupil Relationships. New York: Macmillan, 1941. P. 1.

4. Thomas B. Smith, Descriptions of Elementary Teachers Given by Junior High School Pupils. Master's Thesis, George Peabody College for Teachers, Nashville, Tennessee, 1936. P. 206.

5. J. B. Edmonson, "Some Requirements for Teachers as Defined by Parents," Michigan Education Journal, 9:1101, May, 1932.

Statement of the Problem

This study consists of an analysis of the personalities of ten teachers conceded to be superior by parents, children, and colleagues.

In order to develop the major topic, it is necessary to have the following questions answered:

1. What general equipment does the excellent teacher have?
2. What do parents and colleagues regard as the secret of the success of these teachers?
3. Why do children admire and respect these teachers?
4. What conclusions can be drawn from the study?

Delimitations of the Problem

This study is not based on a scientific teacher-rating device, but rather on a study of the naive responses of the clientele, supplemented by documentary evidence. Only white elementary classroom teachers of grades one through six were considered in this study. The teachers selected must have taught in the public schools of Burlington, North Carolina, for at least five years. This period must include the years 1945-46 and 1946-47. Boys and girls attending grades four through twelve at that time were asked to list the best teachers in their school and to state the reasons for their opinions. If a child had transferred from one school to another in Burlington, he was allowed to give the name of a teacher in the school he had left. These children must have lived in Burlington long enough to have a basis for judging their teachers fairly. Their parents also were given an opportunity to give their opinions and reasons. Teachers who assisted in this study had been employed in the Burlington school for at least three years. Each was asked to designate a superior teacher.

Methods Used

The following references were checked in order to avoid the possibility of duplicating previous work done on this subject:

Palfrey, Thomas R. and Coleman, Henry E. Guide to Bibliographies of Theses--United States and Canada. Second edition. Chicago: American Library Association, 1940. 54 pp.

United States Library of Congress. Catalogue Division. List of American Doctoral Dissertations Printed in 1912. Washington: Government Printing Office, 1913-1940.

Doctoral Dissertations Accepted by American Universities. New York: The H. W. Wilson Company, 1933/34-1945/46.

Monroe, Walter Scott. Ten Years of Educational Research, 1918-1927. Bulletin Number 42. Urbana, Illinois: University of Illinois, Bureau of Educational Research, August, 1928. 367 pp.

United States Office of Education Library. Bibliography of Research Studies in Education, 1926-1927. Washington: Government Printing Office, 1929-1940.

Good, Carter Victor. "Doctors' Theses under Way in Education, 1930-1931." Journal of Educational Research, January, 1931.

Gray, Ruth A. Doctors' Theses in Education. A list of 797 Theses Deposited with the Office of Education and Available for Loan. Office of Education Pamphlet Number 60. Washington: Government Printing Office, 1935.

Barstad, Anvor and others. Register of Doctoral Dissertations Accepted in Partial Fulfillment of the Requirements for Degree of Doctor of Philosophy. Volume I, 1899-1936. Teachers College Bulletin. 28th

Series. Number 4. February, 1937. New York: Teachers College, 1937.
136 pp.

New York University. Washington Square Library. List of Doctors' and Masters' Theses in Education. New York University, 1890 - June, 1936. New York: New York University, School of Education, 1937. 117 pp.

Northwestern University. List of Doctoral Dissertations. 1896 - 1934. Evanston, Illinois: The University, 1935. 27 pp.

Monroe, Walter Scott and Shores, Louis. Bibliographies and Summaries in Education. New York: The H. W. Wilson Company, 1936. 470 pp.

The Bibliographic Index: A Cumulative Bibliography of Bibliographies, New York: The H. W. Wilson Company, March, 1938 - June, 1947.

Education Abstracts. Albany, New York: February, 1936 - 1944.

Selected References in Education. Chicago: University of Chicago, 1933 - 1947.

School Life. Washington: Government Printing Office, 1933 - 1945.

The normative-survey method was used in securing the data for this thesis, while the interview technique was used in gathering information for the tables.

A map of Burlington was obtained from the Chamber of Commerce, and a list of the personnel of the Burlington schools for 1945 - 47 was received from the school office. These guides were helpful in interviewing parents and teachers.

Related Study

Thomas B. Smith in a master's thesis, Peabody College, 1936, investigated the opinions held by Junior High School pupils of their former elementary teachers. His study was limited to interviews with pupils,

and his findings in this area paralleled this study but did not mention estimates of parents or of colleagues.

CHAPTER II

ESTIMATES OF SUPERIOR TEACHERS BY PARENTS AND COLLEAGUES

Introduction

Much professional literature about the various phases of the superior teacher's personality has been published, but there is a need for further study of the parents' point of view. The interview is one technique by which such information can be gained.

This chapter, after reviewing some of the professional literature on parents' estimates of the personalities of superior teachers, will give data obtained through interviews with parents and teachers in Burlington, North Carolina, on character traits and certain methods of superior teachers.

Statements from Professional Literature

Edmonson, in theorizing from an educator's viewpoint, states:

. . . If one were to speculate on some of the requirements that intelligent parents would define for teachers, one would doubtless include some such proposals as the following requirements for teachers:

1. Parents want teachers to be sufficiently interested in knowing them as parents to take advantage of opportunities to meet them and to talk with them about their children.
2. Parents want teachers to develop such a spirit in the school as will make their children desire to go to school.
3. Parents want teachers to know their children well enough to appreciate their virtues as well as their faults.
4. Parents want teachers to place special emphasis on instruction in matters of honesty, fairness, cooperation, purity of speech and other desirable qualities of conduct.
5. Parents want teachers to train their children to play with others, to sing with others and above all to be happy with others.
6. Parents want teachers to give special attention to matters pertaining to the health of their children.
7. Parents want teachers to emphasize the mastery of certain

fundamental skills in reading, writing, and other tool subjects.

8. Parents want teachers to emphasize the training of children in certain effective habits of study appropriate to various levels of learning.

9. Parents want teachers to help their children discover their special talents and aptitudes and to furnish guidance in the development of these interests.

10. Parents want teachers to train their children in such a way as to enable them to make reasonable progress in their school subjects and if they are not successful they want teachers to be able to diagnose their difficulties.¹

Mort and Cornell, seeking information about the desirable qualifications of teachers from citizens, sent out a questionnaire to five thousand of them. Some of the responses were:

Parents and teachers agree that public school teachers should be recruited from among the most capable people in the country, though at the same time it is felt that preference should be given home town teachers. It is also believed that teachers should enjoy the same social and economic status as do members of other professions.²

Using a similar method, Roxie Andrews Firth writes:

A group of parents were asked (1) to describe the best and poorest teacher their child ever had, (2) to list some of the things they especially wished the teachers of their children would do, (3) to list some of the things their children's teachers had done of which they disapproved, and (4) to describe their ideal teacher if they could have her made to order.

The parents who cooperated in the study were those actively interested in their children and their schools. They were on the whole openminded, human, and tolerant.

The characteristics of the best teachers, as selected by these parents, are listed in order of the frequency with which they appeared on the questionnaires. . .

The best teacher:

1. Is understanding.
2. Is interested in the child and his welfare.
3. Knows her subject and can impart knowledge and love of it.
4. Is a good disciplinarian; firm, consistent, yet kind.
5. Is calm and poised.
6. Is attractive and neat in appearance.

1. J. B. Edmonson, "Some Requirements for Teachers as Defined by Parents," Michigan Education Journal, 9:1100, May, 1932.

2. Paul R. Mort and F. G. Cornell, "Poll of Parent Opinion," National Parent-Teacher Magazine, 34:27, August and July, 1939 - 1940.

7. Is cheerful and has a sense of humor.
 8. Is patient.
 9. Is tolerant and broadminded.
 10. Has a pleasant, well-modulated voice.
- Things I wish my child's teacher would do:

1. Insist on thoroughness.
2. Hear both sides and be fair.
3. Laugh with the children when the occasion arises.
4. Encourage the timid child.
5. Smile more often and feel like it.
6. Be radiantly cheerful.
7. Try to understand and adjust conditions to fit individual needs.
8. Have patience.
9. Call on parents as soon as a child begins to fail in his work, or to evidence behavior problems which cause her disturbance. Get a picture of the home environment and ask for cooperation between the child and the school, the parent and the teacher.
10. Keep her promises, whether of punishment or reward.
11. Make the subject so interesting that children will be eager to learn.
12. Be thorough in the classroom and make sure the child has a good basic foundation in the essentials, especially reading.
13. Keep herself rested and fit for her work.

Because the traits given were the same and reported in nearly the same order, I shall summarize the traits and quote a few remarks of parents about the type they considered an ideal teacher. She would be understanding of children, kind, considerate, sympathetic, and gentle, and interested in the growth and development of each child. She would be an authority in her field and thorough in her teaching, an excellent but kind disciplinarian, consistent, calm and poised, well-rested, cheerful, patient, and tolerant. She would be attractive and well-groomed, have gracious manners and a pleasing voice, a merry sense of humor, and be in excellent health.

She would love children and her work with them. She would be "a stickler for fair play." She would be "morally sound and set a fine example, but not be preachy." She would "impart right ideals for living because she herself would be an example." She would "instill in children the will to learn and to do." She would "feel the call to her profession." She would "see good in every child and encourage him to do his best." She would "never use sarcasm."³

Techniques Used in the Interview with Parents

Proceeding from the literature on the subject to the actual interviews by the investigator was the next step. In order to obtain full coop-

3. Roxie Andrews Firth, "Seeing Ourselves As the Parents See Us," Instructor, 52:50, April, 1943.

eration from the parents interviewed in Burlington, the author carefully told them her occupation, school, name, and purpose of the interview; she put them at ease by first talking of other things and then leading gradually to the real subject of the interview. She stressed the importance of the parents' cooperation and assured them that the interview would be strictly confidential.

Here one of the first items noted was the fact that the interview was found to be more satisfactory when no school children were present, for the children sometimes disagreed with their parents and an argument ensued. Also inasmuch as the words, "personality" and "thesis," were confusing to most of the parents, other words had to be substituted for these terms. To encourage freedom of thought and expression, no notes were taken while the parents were talking and no coaching was done.

Three questions were asked:

- a. Who is, in your opinion, the best teacher at present in the Burlington elementary schools?
- b. Why do you think this teacher is superior?
- c. How do you know that this teacher is superior?

Interviews with Parents

Of the seven elementary schools in Burlington, four belong to the group of small schools. From division, 265 parents, 94 men and 179 women, were interviewed.

Only a few parents in the four smaller schools attempted to name an outstanding teacher in their schools. The others seemed to be anxious, however, for their child to have the best teacher and school. The following reasons were given by these parents for not knowing the teachers well enough to judge the best ones:

"We both work in the mills or stores, and do not have the time to know teachers. Most of the teachers in our school do not live in the community but in a different section of town. There seems to be a greater turnover in the school personnel within the past few years in the school; this keeps us from knowing any one teacher well before she leaves."

Five hundred and fifty-seven parents were interviewed from the three large elementary schools; 233 were men, and 324 were women.

After the parent had named the teacher he thought superior, he was asked why he so thought. Eleven statements, descriptions of method, recurred spontaneously many times. It was soon apparent that these statements were criteria, implicitly held. They appear in Table I on page 19.

1. They are interested in their work.

Most mothers seem to think that these superior teachers were "interested in their work and loved children." "These are two of the most important factors in teaching." More than half of them believed that when a teacher "loses interest in her school work and does not love children, she should change her job to something else. During World War II many teachers left the profession in Burlington to find jobs elsewhere, but these superior teachers stayed with us."

2. They explained the work clearly to the students.

One parent, for example, had looked forward to having Miss A teach her child: "Since Brenda Sue was weak in arithmetic, I wanted her to have Miss A for a teacher, as I had heard so much about her good teaching. When this teacher taught her, Brenda Sue had very little trouble in learning how to do long division."

Another mother noticed her child's change of attitude toward geography:

"Dorothy Ann was not interested in geography and disliked the geography textbook until she had Miss G, who must have been good in teaching geography; for the life of people in other lands became very vivid to Dorothy Ann; as she told me what she had learned about her favorite countries."

One father compared a superior teacher with an inferior one.

"I think Johnny's sixth-grade teacher, Miss E, is the best he has ever had. She knew how to teach history, and I think that is such an important subject. In the fifth grade, his teacher, Miss K, gave Johnny too much memory work and too many dates to learn. He would worry the night before a test, trying to memorize dates and facts that meant nothing to him. He managed to absorb enough knowledge of history to pass the test. When Johnny reached the sixth grade, Miss E did not stress this type of work. Her method seemed to be practical, sensible, and meaningful. Johnny worked as hard for Miss K as he did for Miss E, but he seemed to make better grades under Miss E."

One father said, "I think the first grade is more important than any other. I was glad Jeanette had Mrs. D. She gave her such a good reading foundation. For a first grader, she learned to use many new words in her reading. She received good grades in reading and made a good score on her standard test."

A mother said, "I have only one child, Patricia Lee. She has made the honor roll every year. I believe Miss E would be my pick as her best teacher. She seems to be very efficient in her work. The remarks she makes on Pat's report card are clear, neat and worded carefully."

Since I have watched her teach, I know that she uses skill in explaining new material to the children and she used a distinct, pleasing voice."

3. They knew and used child psychology.

Some parents and older brothers and sisters had had teachers D, B, and F, and they knew that these teachers were skilful with children and that they understood children's defects, such as poor eyesight, poor hearing, tendency to have colds, and asthma. Teachers D, B, and F understood the home conditions and the general environment, as they had been in the homes many times.

One parent remarked about Miss B, "She reminds me of the old-fashioned family doctor."

4. They gave each child individual attention.

Many parents emphasized the teacher's ability to develop the talents of the individual child. A proud parent, for example, showed a health poster her son had drawn in class under the direction of Miss G.

Another commented on this ability in Miss C. "Ruth sang many little songs in school programs when she was in Miss C's grade. She practiced the new songs so much at home that I actually caught myself singing the same songs."

This following observation was made by an alert parent, "Jane used folk dancing in her spontaneous play activity when she was in Mrs. D's room."

A father who knew that his son had a speech defect praised Miss H because "she helped David with this difficulty and he showed improvement in his speech."

A father declared, "When my little daughter was in Miss B's third grade, she was shy, backward, and timid. Her teacher told me at

a parent-teacher's meeting that she had noticed Marjorie's shyness, backwardness, and timidity at the very beginning of school. She had observed also that Marjorie was not a dull child but a very bright little girl, for she always made very good grades on her written daily work and tests. The teacher started at the beginning of school making it a special point to call on Marjorie many times. She talked with her at lunch hour and in the afternoon after school. She knew that Marjorie knew the answers to her questions when she called on her, but Marjorie simply would not give them. Miss B did more than any other teacher Marjorie has ever had to bring out her personality. She is now in the seventh grade and is no longer shy."

Another father said, "Johnny caused no trouble on class that I know of, but most of his teachers seemed to think that Johnny was capable of doing better work on class than he did. One teacher told me that Johnny was capable of doing "A" work and was doing only "low B" work, although he was alert, observant, inquisitive, and lively. When Johnny was in Miss E's grade, he came home with all "A's" but one and that was a "B." Johnny told me that his handwriting had always been poor and his teachers would mark him a low grade because of his poor penmanship. Miss E helped him with his writing until he had improved. He had claimed that many times he had the right answers but his teachers counted it wrong because they could not read his work. Sometimes when Miss E could not read his writing, she would ask him what he had on his paper and count it right."

One father said, "My son was as bright as a new silver dollar but for some reason would not behave on class. Teachers were always complaining about Joseph's conduct. I talked with him and tried my best to

find where the trouble was. Mother and I would both quarrel with him. Joseph had no trouble in Miss H's grade. Miss H told me that she found that Joseph finished his assignment before the other children and spent the rest of his time loafing. She had found that by the time a child reached the sixth grade, the superior child was capable of helping her make out simple reports, such as putting child's name in roll book, recording grades for her, etc. She checked his work and, as a whole, he was accurate in helping her make out simple reports."

One father explained: "I run a grocery store and wanted Daniel to help when he was in the fifth grade on Saturdays. His fifth-grade teacher is the best arithmetic teacher he has ever had. He seemed to know more about measurement, addition, subtraction, and multiplication tables in Miss E's grade. In fact, until he had her, he counted on his fingers. I do not know how she broke him from that habit, but she did a good job."

5. They had good discipline.

Under this heading, such answers as this were found:

"She is strict but not harsh."

"She is firm."

"She makes the child obey."

"She is consistent."

"She does not keep them too long after school."

"She does not take their recess periods away from them."

"She does not use corporal punishment unless it is necessary."

6. They encouraged the child in his work.

One father mentioned the fact that "he enjoyed reading the school newspaper. It encourages the child to write when he sees his work

published in a newspaper. Miss H encouraged Carolyn to write poems for the school newspaper when she was in the fourth grade. She has the poems she wrote then in a scrapbook."

Another said, "Miss J praised Tommy for his ability to give good oral book reports to the class and for the fact that he was also gifted in telling stories he had read. Sometimes she would let him tell a good story that he had read to the class instead of reading it. She also let him tell an interesting story for a chapel program and invited me to go to the program. I went and thought he did very well."

A father said, "When Teddy had Miss A for a teacher, she did more to help him out in reading than any other teacher he has ever had. Teddy loved airplanes, and I would buy him airplane models to build and fly out in the back yard. He would leave airplanes all over the house. He never seemed to be interested in his school books he brought home from school, for he put them on top of the radio until the next day. When he was not playing with airplanes, he wanted money to go to the show or to buy comic books, which I disapproved of, or listen to some story over the radio. Miss A told me that Teddy was weak in his reading and other subjects. He was better in arithmetic and spelling than anything else. In his beginning reading, she gave him books he could read about transportation and airplanes. Teddy came home one day with an attractive, simple airplane book and told me that the teacher had three reading groups. He was in the Red Bird Group. He soon became interested in reading simple books."

7. They did not assign too much homework.

Parents appreciated the superior teacher who was able "to give practical, and an reasonable amount of, homework. Their child

understood what he was doing and was willing to do his homework without fussing about the assignment. He did not have to bother his parents or his next-door neighbor's children too much. He could do his homework."

This statement was repeated many times in a certain section of Burlington where some teachers in one school assigned the the children much homework: "Since methods of teaching are different and even the subject matter has changed, we do not have the time nor the ability to help the child with his school problems."

Remarks frquently made were:

"We want our child to have a little homework, but we do not want the teacher to give homework as punishment."

"The superior teacher gave the child a little homework in those subjects in which he was weak but did not give it as a punishment."

8. They gave a good educational foundation.

"These superior teachers emphasized the mastery of certain fundamental skills in reading, arithmetic, writing, and other tool subjects."

9. They used guidance.

One proud father said that his son was president of his class. "They have student government in Miss E's room, wherein the children are given a chance to express their opinions."

One mother said, "Miss H taught my child responsibility and independence."

Another parent put it this way: "Miss E teaches democracy in her grade."

Explanation of Table

From the sampling just indicated, a fairly vivid picture may be obtained of the parents' replies to the interviewer's inquiries. However, a more comprehensive view is shown in the table on Page 19, which depicts the methods listed by the parents as desirable and shows the way they rated the teachers in the use of these approaches. The letters, representing the teachers, are arranged in order of descending importance; i.e., the teacher mentioned most often in that category is listed first, and the teacher least often mentioned is last. The figures represent the percentage rating of each teacher in that particular category.

Personality Traits Valued by Parents

The Burlington parents interviewed desired the following personality traits in teachers: patience, fairness, good disposition, sense of humor, tactfulness, cooperation, friendliness, dependability, broadmindedness and versatility.

* Typical comments on the evidence of these traits in good teachers were:

1. Patience.

"It takes a lot of patience to teach a group of school children. Mary inherited slowness from me." Other parents mentioned such behavior traits as "nervousness, laziness, and mischief-making."

2. Fairness.

In discussing fairness, the majority of the parents said "they never heard their children say that Teachers A, B, or E had pets."

"She showed impartiality."

"She was just in giving grades and tests."

TABLE I

A PERCENTAGE TABLE SHOWING PARENTS' RATING OF
SUPERIOR TEACHERS BY USE OF DESIRABLE METHODS

	A	B	C	D	E	F	G	H	I	J
	%	%	%	%	%	%	%	%	%	%
1. Are interested in their work	27	40	30	27	8	56	45	23	20	56
2. Explain the work clearly	29	42	16	16	61	15	18	27	16	25
3. Know and use child psychology	7	5	5	11	13	12	15	23	16	13
4. Understand the child and his environment	9	7	7	27	13	18	9	23	12	13
5. Give the child individual attention	7	16	70	51	8	--	--	20	16	31
6. Have good discipline	9	7	7	4	16	9	9	100	16	18
7. Encourage the child in his work	20	12	7	16	13	18	12	23	16	13
8. Do not assign too much homework	--	--	--	--	69	--	15	--	--	--
9. Give a good educational foundation	16	5	50	16	29	9	9	36	16	25
10. Use guidance	11	2	7	7	47	12	9	10	16	13
11. Love children	27	40	27	24	11	56	18	30	24	44

"She is fair in punishment. She does not punish the whole class for one child's misconduct."

"She is loyal to her school and work."

"She is sincere in what she does and is not deceitful."

"She treated them all alike, regardless of the kind of home the children came from, their social standards, religion, race, or color." This comment came from a Greek who ran a cafe down town and had two children in school.

"She is fair in giving punishments. She does not punish the child unless he deserves it. He knows why he is being punished and has a choice in what he is to do or receive."

A good disposition, as a desirable trait of the teacher, was indicated by the following comments of parents: "congenial, good-natured, even-tempered, genial, cheerful, jolly, agreeable, pleasant, compatible, is not sarcastic, is not critical, is not irritable, does not nag, is not cross, does not complain, is not fickle."

4. Tact.

One mother appreciated the fact that "Miss E showed tact by telling her that she missed her sick child rather than by telling her that he was lowering the attendance average."

Parents admitted that they should not bother the teachers too much with their child's problems but asserted that, when they did telephone the school to ask about their child, they appreciated those teachers who gave them consideration.

"She does not embarrass the child on class when the pupil makes a mistake, and she uses tact when the other children laugh. I have twins, Dolly and Polly, who have Miss G for a teacher. They tell me, each one, what

happens to the other on class. Dolly told me that Polly had called cooperation 'coopertation' and the children laughed at her. I asked her what the teacher said. She replied that her answer was a good try and almost right. 'Let's break the word into syllables and try again. You can do it correctly this time. . . Good.'

"I have four children in school and two at home. My husband died five years ago and I had to start working in the hosiery mills. When Margaret Louise had Miss E for a teacher, she used tact and helped my child develop a sense of security and made her feel as if she belonged to the group. When book fees, supplies, and lunch money came due, Margaret Louise could not pay for hers. When Miss E was taking up the money of the last one to pay book fees, Sally, a little girl who lives across the street, remarked before the whole class that everybody had paid their book fees but Margaret Louise. Miss E said that Margaret Louise would pay later, she was sure. She made arrangements with my little girl later, when no one was near, to do some extra work for her for pay. She told Margaret Louise to pay some of it on class for her book fee, and she gave her a receipt before the whole class. She also got her a job in the lunch room and gave her a lunch ticket with her name on it, just like the rest of the children."

A father gave this story. "Barbara Jean wanted us to invite Miss A out to supper. Since I was president of the Parent-Teachers Association, I invited her around when I was at a Parent-Teachers Association meeting. She appreciated the invitation and accepted. That night Barbara was excited. She thought so much of Miss A and wanted to sit next to her. Bruce, who was then three and a half years old, decided not to drink his milk at supper. Mother told him he could not have any dessert

and that he would have to leave the table if he did not drink it. Bruce started to cry, but Miss A proposed a game. 'Bruce, I am going to close my eyes and put my hands over them so I will not peep but will slowly count to ten. Let's see if you can have the glass empty by the time I finish counting.' Bruce drank his milk and finished before Miss A stopped counting."

5. Cooperation.

Parents considered teachers cooperative "if they let the parents be the first ones to know when things go wrong."

One mother said, "I gave Alexander twenty cents for lunch every day. I thought he was getting a good lunch. I noticed he was always hungry after school and went to the kitchen before supper to see what he could find to eat, but thought nothing of it. At supper time he would complain about the food in the school cafeteria. Miss C came to the house to find out why Alexander was not eating his lunch at school. He could not go home for lunch because of the school rule. She also noticed that he would borrow bananas, sandwiches, and cakes from other children who brought their lunch from home. I was glad she was interested in Alexander's health; accordingly I asked Alexander what he did with his lunch money. He told me that he bought candy and gum with it. I also found that Alexander had been skipping his lunch ever since they had had federal aid lunches and no one had told me about it before. I started preparing his lunch and gave him six cents to buy a bottle of milk."

Teachers are cooperative when parents make suggestions or send requests to the school, as seen in the following instance:

"Judy had a cold and did not want to miss school so I let her go and wrote a note asking Miss J to let Judy stay in the room and not

go out and play in the cold. She was very nice about it."

"Frank had a bad habit of biting on his finger nails and I asked Miss F the first day of school what to do about this habit. She helped me cure him."

"Donald broke his arm at home, and I wrote a note to Miss H, asking her to watch Donald and not let him run so he would not fall and break his arm again. Donald told me she let him stand and let other pupils tag his good arm in races during recess period."

"Sometimes I do have to give the children a laxative and I always write the teacher a note to let them be excused when they have to. Miss F is so good about my notes."

"When I was planning on giving Betty Lou a birthday party, I wanted to give her a good story book. Since she likes to read, I thought a book would be the best thing I could give her. I asked Miss I if she knew the name of any good children's book suitable for Betty Lou's age. She had many good suggestions."

"Dorothy May had weak eyes and I asked Miss B to put her on the front row so she could see the blackboard when she was in the second grade. The teacher was very nice about it and saw that Dorothy May sat on the front row."

6. Friendliness.

Parents are pleased when these teachers "speak to them" and "call them by their names."

7. Dependability.

When their child is in the care of dependable teachers, the parents do not worry; e.g., a parent mentioned that her child had failed the second grade and she was not told the reason for the failure. She

added, "She also failed under the direction of Miss G, who came to see me and explained why my child was weak in certain subjects. She also advised me to let my daughter go to the library this summer and read many library books."

"I can trust Miss F to look after my child's welfare and safety."

8. Broadmindedness.

"They are broadminded, tolerant and liberal."

Explanation of Table

From the sampling just indicated, a fairly vivid picture may be obtained of the parents' replies to the interviewer's inquiries. However, a more comprehensive view is shown in the following table, which depicts the traits listed by the parents as desirable and shows the way they rated the teachers in the use of these approaches. The letters, representing the teachers, are arranged in order of descending importance; i.e., the teacher mentioned most often in that category is listed first, and the teacher least often mentioned is last. The figures represent the percentage rating of each teacher in that particular category.

Some general comments made by parents about these ten excellent teachers were: "They have a good education; they are Christians; they are good citizens; they have good health; some of them do not talk about salaries, school children, or school personnel in public places, such as restaurants, bus stations, buses, department or grocery stores, or on the street. They do not talk about their children to other children, parents, or teachers."

TABLE II

A PERCENTAGE TABLE SHOWING PARENTS' RATING OF
SUPERIOR TEACHERS BY USE OF DESIRABLE TRAITS

	A %	B %	C %	D %	E %	F %	G %	H %	I %	J %
1. Patience	34	32	25	4	11	24	21	43	20	56
2. Fairness	30	32	16	13	32	24	21	40	24	38
3. Good disposition	14	32	7	4	8	18	51	16	16	44
4. Sense of humor	28	25	14	20	19	9	4	6	5	2
5. Tactfulness	11	5	5	--	8	9	33	20	16	13
6. Cooperation	11	9	7	7	11	9	30	36	20	18
7. Friendliness	21	9	7	7	8	56	18	--	16	25
8. Dependability	7	5	2	7	5	9	6	20	12	13
9. Broadmindedness	7	--	7	11	8	9	6	16	--	13
10. Versatility	3	--	--	53	8	9	6	--	--	--

Added Information Used by Some Parents

Parents determined that certain teachers were superior by the following information:

1. Parents could tell by conversation between parent and child, parent and principal, parent and teacher, parent and neighbors.
2. The child understood and did his homework willingly when a reasonable amount of homework and a practical assignment were given.
3. When the teacher visited the home, she was easy to talk to, she helped the parent to feel at ease, and appeared uncritical of the home.
4. Open-house was held either during Education Week or at the last Parent-Teacher meeting. At this time, each schoolroom was open for inspection and parents saw what the child had done that year.
5. Chapel and radio programs, such as operettas, glee clubs, May Day, and Christmas pageants, helped the parent understand the school program.
6. Teachers who stayed in the community a long time established a good teaching reputation for themselves.
7. Teachers who were active members of community organizations--the church, the scouts, and recreational groups, had the opportunity to know and work with the parents.

Colleagues' Opinions of the Personality Traits of Superior Teachers

Far less material on the characteristics of superior teachers was secured in interviews with their fellow teachers, although sixty-four per cent of the Burlington elementary school personnel was questioned. The cause of this reduction in material arose from a number of factors,

chief among which was the circumstance that the teachers did not enjoy the parents' opportunity of observing a child's growth or improvement during a stated period of time; e.g., a period of time which had a certain beginning as well as ending. In other words, colleagues, as a rule, had no positive way of measuring a child's mental and personality growth in one year, nor were they able to tell whether the development took place during that year or was cumulative over a period of many years and under the direction of many teachers.

However, it was found that the members of the group were acquainted with the superior teachers, but that they did not know them well enough to be very helpful in making accurate estimates. Such reasons as the following were frequently given to explain this weakness:

"Naturally I am inclined to choose those whom I know best and with whom I am most closely associated."

"I do not know the work which the teachers in schools other than my own have done, although, of course, I have become acquainted with the teachers at general teachers' meetings."

Of the sixty-four per cent of the Burlington elementary school personnel reporting, fourteen per cent named, as superior, teachers who could not be used in this survey. In using those who pertained to this study and in employing the order named by the parents, the investigator found that twenty-one per cent named Teacher A; sixteen per cent named Teacher B; five per cent named Teacher C; eleven per cent named Teacher D; ten per cent named Teacher E; four per cent named Teacher F; six per cent named Teacher G; four per cent named Teacher H; two per cent named Teacher I; and three per cent named Teacher J. From this it is seen that there was a high degree of correlation between those selected as superior by both parents and teachers.

It is also interesting to note that these interviewees did not give specific traits or habits for the teachers they named, but agreed on the following desirable factors: "Patience, fairness, good disposition, sense of humor, good discipline, and ability to explain new work fully."

Summary

An examination of the literature on the estimates of superior teachers by parents disclosed that the parents had many valuable suggestions to make and that they particularly appreciated the following points in superior teachers:

1. Shows interest in parents.
2. Attracts children to the school.
3. Appreciates the child's good points.
4. Emphasizes character training.
5. Shows child how to cooperate.
6. Has interest in child's health.
7. Stresses mastery of fundamental skills.
8. Tries to discover child's special talents.
9. Diagnoses child's difficulties.

The next step was to proceed to interview. Eight hundred and twenty-two parents were interviewed.

The following questions were asked:

1. Who is, in your opinion, the best teacher at present in the Burlington elementary schools?
2. Why do you think this teacher is superior?
3. How do you know that this teacher is superior?

Eleven statements of method occurred so frequently and so spontaneously that they were named as criteria. They were:

1. They are interested in their work.
2. They explain the work clearly.
3. They know and use child psychology.
4. They understand the child and his environment.
5. They give the child individual attention.
6. They have good discipline.
7. They encourage the child in his work.
8. They do not assign too much homework.
9. They give a good educational foundation.
10. They use guidance.
11. They love children.

The ten character traits, mentioned spontaneously and frequently,

were:

1. Patience
2. Fairness
3. Good disposition
4. Sense of humor
5. Tactfulness
6. Cooperation
7. Friendliness
8. Dependability
9. Broadmindedness
10. Versatility

Value of estimates of the superior teachers by their colleagues

was reduced by the fact that:

1. They were not impartial.
2. They did not know the teachers in schools other than their own.

3. They did not know the teachers in their own schools well enough.

However, a high degree of correlation was noted between the teachers chosen as superior by the parents and those selected by teachers. In addition, the teachers interviewed did agree on the following as desirable factors of the superior teacher's personality:

1. Patience
2. Fairness
3. Good disposition
4. Sense of humor
5. Good discipline
6. Ability to explain new work fully.

CHAPTER III

ESTIMATES OF CHILDREN

Introduction

In Chapter III the author, by methods similar to those used in the interviews with parents and teachers in Chapter II, attempted to learn from children the traits and habits that they considered essential for the superior teacher's personality. Here it is interesting to note that in the survey of parents' and children's opinions, the investigator found that the material contributed by the pupils exceeded in volume that given by the parents. Too, the children stressed conditions in the environment, such as attractive rooms, whereas the parents' estimates emphasized improvement in work of the child.

The Validity and the Results of Students' Evaluations of Teachers

Modern educators have published numerous studies on the personalities of teachers who are considered excellent from the child's viewpoint. No matter what method was used--the questionnaire, check list, rating scale, English themes, and interviews--certain traits and habits, such as fairness, patience, sense of humor, good disposition, and ability to explain the work clearly, are mentioned in the summaries of the writings of Engelhart and Tucker,¹ Harvey,² Messler,³ Hipskind,⁴ Smith,⁵ and Tschechtelin.⁶

1. Max D. Engelhart and Ledyard R. Tucker, "Traits Related to Good and Poor Teaching," School Review, 44:30, January, 1936.

2. Marvin J. Harvey, "As Our Pupils See Us," Texas Outlook, 25:39, August, 1941.

Many educational writers, in attempting to find the most important traits and habits of good teachers, discovered a wide variety of such factors. Newmark, for example, concludes from his study:

. . . It is noted that "skilful in 'getting ideas across' to pupils" occupies first place in the list of characteristics of the best teachers.⁷

In like manner, Mills, in summarizing his findings, discusses the items listed most frequently:

. . . "individual attention" was mentioned over fifty times. Evidently many students remembered the interest that the teacher was able to take in them personally. "Understanding children" (which was listed fifty times) included such qualities as sympathy, considerateness, and patience.⁸

In continuing this line of thought, Powell points out the importance of the opinions of children:

The modern teacher must meet the approval of the children as well as the parents. She must possess a pleasing personality, and, most important of all, according to the child's viewpoint, she must be able to play.⁹

3. W. A. Messler, "Are You the Best Teacher?" Grade Teacher, 49:800, June, 1932.

4. John Frances Hipskind, Measuring Attitudes of Elementary School Children toward Their Teachers. Master's Thesis, Purdue University, Lafayette, Indiana, July, 1938. 62 pp.

5. Thomas B. Smith, Descriptions of Elementary Teachers Given by Junior High School Pupils. Master's Thesis, George Peabody College for Teachers, Nashville, Tennessee, 1936. 133 pp.

6. Mary Amatora Tschechtelin, A Diagnostic Pupil Rating of Elementary School Teachers. Master's Thesis, Purdue University, Lafayette, Indiana, December, 1938. 50 pp.

7. David Newmark, "Students' Opinions of Their Best and Poorest Teachers," Elementary School Journal, 29:583, April, 1929.

8. J. S. Mills, "The Ideal Teacher," American School Board Journal, 82:46, April, 1931.

9. G. F. Powell, "The Child's Opinion of His Teacher," School and Society, 30:206, August, 1929.

Carpenter, as a result of his study, says:

. . . Without exception they all want a teacher who "is a good sport, is tolerant, but can be firm and has order in her classes."¹⁰

Firth further substantiates Carpenter's findings:

The children's comments show definitely their love of fair play. They present an almost pathetic plea for a sense of humor on the part of their teachers.

. . . It is apparent that pupils appreciate the teacher who has standards, and holds her class up to them. They respect the teacher who controls her class, even though at times they try their best to prevent her doing so. This is often a difficult point for new teachers to grasp. Children respond to orderliness, system, and neatness.¹¹

Hart gives his reasons for thinking that children are in a better position to judge the personality of their teacher than anyone else:

. . . They are with us day in and day out, for weeks, months, and years on end. They see, hear, and know us at our best, at our worst, on good days and on bad days, in high spirits and low. Furthermore, they have had experience with many teachers of many different ways of teaching; thus they have standards of comparison. They are in a position to judge.¹²

Pointing out that the children are the one constant factor in the educational program, Hunt says:

. . . To them, therefore, may we well look for a characterization of the ideal teacher, for it is they who can always recognize what makes a teacher a good teacher or a poor one.¹³

Hanthorn had third-grade pupils rate the qualities of the best teacher. She reports that the one outstanding characteristic mentioned

10. Louise Carpenter, "Keeping Awake in Your Mind," Progressive Education, 13:259, April, 1936.

11. Roxie Andrews Firth, "Seeing Ourselves As Our Pupils See Us," Instructor, 48:65, January, 1939.

12. Frank W. Hart, Ten Thousand High School Seniors. New York: MacMillan, 1936. P. 6.

13. Harold Hunt, "The Ideal Teacher," Journal of Education, 125: 37, February, 1942.

was kindness; 1,893 children mentioned this.¹⁴

On the other hand, Foster found from her study that beauty, age, and height of the ideal teacher made no difference to the children.¹⁵

Children in the Schools of
Burlington, North Carolina

Proceeding from an account of the literature on the subject to an actual experiment of the author, consider the town of Burlington, North Carolina. A report from the Greensboro Daily News showed that during the school term 1946-47 over 3,000 elementary children were enrolled in the city schools.¹⁶

Of this number, 1,027 children, 511 boys and 516 girls, were interviewed in an effort to determine the children's estimates of the qualities of a superior teacher. From the small school districts, 364 children, 202 boys and 162 girls, were quizzed concerning the good qualities of the best teachers they had had. From the large school districts, 663 children, 309 boys and 354 girls, were asked to give their estimates of and ideas concerning their favorite teachers.

In preparing a student for this inquiry, the author, before asking the two main questions, first put the children at ease by talking about things that interested them. She then introduced the two following questions: Who is the best teacher you have had in Burlington? Why do you name this teacher?

14. Alice Hanthorn, "My Best Teacher," American Childhood, 15:6, January, 1930.

15. Josephine Foster, "As the Child Sees the Teacher," Childhood Education, 9:284, March, 1933.

16. Dr. L. E. Spikes, "Record Sun at Burlington," Greensboro Daily News, September 14, 1947. P. 5.

Methods Appreciated by Children

As may be seen in Table III on Page 45, the children interviewed were sensitive to good methods; for many of them rated those teachers best who employed methods of instruction universally recognized as good. For instance, such examples as the following were given:

1. They explained the work clearly.

"My best teacher taught me something."

"I learned how to read under Mrs. D."

"If I did not understand what she was talking about one way, she tried another method until I did catch on to how to work it." Another said that "she does not teach the same way all the time."

"My best teacher wrote and put work on the blackboard where everybody could see it. I liked her because she did not put so many questions on the blackboard that I would get confused. I could read and understand what she wrote. She put short, clear directions on the blackboard so that I would know what to do."

Jim said, "When I was in Miss E's room, I could not wait until I got to fractions in the back of the arithmetic book. Even though I thought they were going to be hard, I was eager to know how to work them. When Miss E taught fractions, they were easy, because she explained in a simple way how to get the denominator and numerator. When she found that I knew how to work them correctly, she let me help Billy with his."

"Miss B pronounces her words clearly, correctly, and slowly so I can understand what she is saying."

"Miss A did not talk too loud or too low when she spoke."

"Miss F did not talk over our heads when she explained something."

"My ideal teacher did not put me to sleep when she explained something."

A high school boy said, "When I had Miss G, she taught the subject matter in such an interesting way that I did not have time to let my mind wander to daydreaming."

"My best teacher did not talk too long when she wanted to say something."

"Miss H did not waste a lot of time in explaining new work."

"When Mrs. G. put an example on the blackboard of what she was talking about, she did not stand in the way so we could not see what she was doing."

2. They gave the pupil an activity period.

Most children enjoy having the opportunity to do creative work, as shown by these comments:

"I drew a big tiger without the use of a pattern on a frieze about animals in the jungle of Africa."

"Miss C showed me how to make a stocking doll and I made clothes for the doll that made her look as if she came from Holland."

"I wrote a history play about Columbus discovering America. Miss H let me dramatize my three acts on class with my playmates' help."

"I remembered helping Miss I get ready for an operetta during an activity period. She had taught me how to cut out snow flakes. I had fun cutting out many little snow flakes to paste on dark blue, crepe-paper costumes for the primary children for a snow scene. I wanted to cut some more out that night and asked Miss I to give me some more paper. I recalled Mother becoming fascinated in watching the pretty different designs I was making. I taught my mother how to make snow flakes

and told her that Miss I said that a snow flake had six points. We had fun racing to see who could make the best ones. I took them to school the next morning to show Miss I. I asked her if she could tell which ones I cut and which ones my mother cut. Miss I looked very carefully at all of them but was not able to tell the difference. She thought they were all very good and pretty."

One little boy proudly remarked: "My father is a supervisor of a big lumber company and I can get all the lumber I want. I had rather build things with wood than anything else. Miss A was my favorite teacher, for she was the only one that let me build anything out of wood. When I was in the fourth grade, she gave me the material to build a Swiss house for a Swiss scene on the back table in the room. We were having a unit on Switzerland in geography and I had read about, and saw a picture of, a Swiss house. My daddy gave me some lumber; and Miss A furnished the red and gray paint, hammer, saw, and nails. She showed me a good picture of a Swiss farmhouse. Miss A said that my roof looked more like an American house than a Swiss house, for it was too steep. She was real nice in helping me change the roof. After I fixed the roof, I painted it. I got a few rocks to put on the roof so it would look just like a Swiss house. Miss A had Robert to bring some hay to go on the first floor; that is where the cattle stay. Carl, George, and William made the animals; Patsy, Nancy, and Shirley made curtains for the upstairs windows to show that the people live upstairs in Switzerland. Grant, Jerry, and Kenneth made a mountain scene. Everybody that came into Miss A's room complimented my house and the Swiss scene."

"Miss G taught me so many interesting things outside of a textbook. She taught me how to print simple, pretty letters of the alphabet

for posters and bulletin boards. I am now in the tenth grade and still remember how to print like Miss G taught me. I used that knowledge in making a poster for Miss X the other day."

Pupils enjoyed listening to suitable stories and poems read or told them by their favorite teacher at a given hour on a certain day.

"Miss C read stories with so much expression that I wanted her to read all day long. I could hardly wait to hear the rest of the story. I recall everybody in the class talking about certain characters in stories she read and trying to enact certain parts of the story that were most interesting to them at lunch hour or tip-toe recess period."

"Miss B liked poetry and knew many poems by heart. I liked poetry in her room because she did not make us memorize a lot of poems and she gave me poems I liked."

"Miss F liked choral reading, good jokes and riddles. She could tell stories the best of any teacher I have ever had."

"Miss H liked choral reading, and I remember the 'Pop Corn Song.' She bought some pop corn to school and a pop corn popper. She had Elizabeth to get some salt from the school cafeteria. I remember only the first two lines:

"'Pop, pop, pop, says the pop corn in the paw,

'Pop, pop, pop, come and catch me if you can.'

"We said our pop corn song while we popped and ate pop corn.

Miss H and all of us sat on the floor in a circle. We had a good time."

3. They had an attractive room.

According to the pupils, "animals, plants, flowers, an aquarium, gold fish, tadpoles, insects, cocoons, a make-believe grocery store, a hobby corner, a pretty library table with colorful books on it, a science

shelf, an art shelf, table scenes, pretty pictures, a clean room, and colorful bulletin boards 'help make a pleasing environment.'"

"I thought Miss E had the prettiest and most comfortable room in the building. She used the thermometer on the wall. The room was not too hot or too cold. She gave us enough fresh air so the room would not get too stuffy or too cold. The room was bright and sunny on a clear day, and, when it rained, Miss E would turn on the fluorescent light so we could see."

The best teacher let the children participate in keeping the room attractive—washing the blackboards and windows; dusting the erasers; dusting cabinets, children's seats, teacher's desk and tables; passing the waste paper basket around the room; picking up the paper off the floor; bringing flowers and pictures from home; and cleaning the back closets and cloak room.

Frances reported, "I did not like to dust at home and fussed every time I had to do it, but I like to dust the room for Miss B."

"Since I was tall, Miss C gave me the job of keeping the shelves in the back closet clean."

Children helped keep the surrounding environment attractive.

Charles said, "When I was in Mrs. D's room, we made a vegetable and flower garden in the school's back yard."

"Miss H taught me how to make up a bed the correct way, and my job was to keep clean sheets on the first-aid bed in the first-aid room."

4. They used audio-visual aids.

"I made 'A' on my good handwriting all the way through school. Teachers told me I had an excellent handwriting, and I always wanted to write on the blackboard for the teacher. Miss E let me write the history

questions on the blackboard for her. At first it was hard work, for I got my sentences crooked, but after a little practice she said that I could write better than she could."

Children remembered "excursions" they took back in the primary grades. Places visited most were the fire department, post office, public library, police station, and bakery shop.

Taking "field trips," on which they had the opportunity "to study birds, trees, and flowers," was enjoyed. The best teacher gave the children time to collect leaves, wild and cultivated flowers, rocks, ferns, butterflies, insects, moss, and birds' nests. She knew and told them simple names and interesting facts about trees, flowers, rocks, and birds.

One child said, "The teacher I liked best taught me the names of tree leaves. I still remember and know a red and a sugar maple; a post, white, pin, willow, and blackjack oak leaf. She told me that a sycamore tree had a different bark from the other trees and a blackgum tree had little green balls on it."

Betty Jean said, "Miss E knew the names of many wild flowers. She pointed them out to us when we went on field trips. The most interesting flowers I picked were the dogtooth violet, bird'sfoot violet, shepherd's purse, and windflower. She helped me with the spelling of their names, and I put them in a scrapbook."

"My ideal teacher took time to tell me about a bird I wanted to find on a field trip. It was a goldfinch. I was looking for a yellow bird and could not find one. None of them looked like the pictures of a goldfinch in bird books. I asked Miss A to help me. She told me that a goldfinch would be yellowish green at this time of the year. We could not find a goldfinch that day, but later on Miss I saw one and showed

it to me."

Frank liked the autumn and so did his favorite teacher.

"Miss H let us go out into the woods and collect colored leaves. I think Miss H liked autumn better than any other season, too."

The children frequently said:

"We had picture shows."

Charles declared, "I liked for Miss A to give picture shows, for she would let us take turns in helping her. I was always glad when my time came. I got to pull down the shades in the auditorium, or put up the film screen, or watch her thread the film machine."

"Miss C was one of the best teachers I ever had. I enjoyed seeing shows she gave. She would give us the title, tell us an interesting story about the film, and tell us what to look for. She would let us know ahead of time and not at the last minute."

"Miss G knew how to pick out good shows. Sometimes they were in technicolor and funny. She showed us one on Holland one time, and the children spoke in Dutch. She did not make us take notes or test us on the show but gave us a chance to discuss it on class after we got back into the room. She also let us tell what we liked and disliked about the film."

"My teacher took interesting trips, and I enjoyed hearing her tell about them and show us interesting pictures and things she got on her trips."

"I liked Miss E because she is a good singer and can play a piano well. She sings songs with us on class and lets us listen to records. I liked her because I like music better than any other subject."

"I have had a lot of good teachers. It is hard for me to decide

which is the best one. I believe the teacher I have now is the best. I did something in her room that I have never done before. Miss G was giving a play and she let me say my part over the voice machine. I sounded so funny over the recorder. It did not sound like me. We all wanted Miss G to talk over the voice recorder. She has a musical voice and it sounded real good."

5. They had parties and picnics.

Mary Jane said, "Miss B gave us the best Christmas party I have ever had. We have a Christmas party every year at school, but I remembered the one Miss B gave us and enjoyed it the most. Before we gave the party, we decided to have it at Mrs. X's house because she had a large living room and wanted us. We planned to have it at four o'clock, December the nineteenth. Miss B put the place, time and date on the blackboard so we would not forget it. We had committees, such as refreshment, serving and game committees. Everyone had a job at the party. When we drew names, Sidney did not have one because he was an odd number. Miss B bought him a present. When we got to the party, I directed a Christmas game where I blindfolded someone, turned them around three times, and then they tried to blow the candle out after taking three steps. I blindfolded Miss B and she walked over to the window and blew at the curtains. We all laughed and she did, too, when we took the handkerchief off. She was just like one of us and we all had a good time. Miss B got lots of presents; I gave her a pair of nylon hose."

Henry stated, "Miss G is lots of fun on a picnic. She let us climb trees, go wading in the branch, play tag, and run all we wanted to. I opened the drinks with my new scout knife Daddy bought me. We had lots of good food to eat. We had a second helping if we wanted it. Miss G

did not frown when she saw me take a second doughnut and some more pickles. Miss G took our pictures at the picnic. She took one with the grademothers with us; then she took one of just us. Then the grademothers took one of Miss G and us together. We picked up the paper and Pepsi-cola bottles. When we got back to the room, she let us get a drink of water and rest a while."

6. They did not give too much homework.

"When we do not have too much homework, we can have time for scout meetings, for piano lessons, for ball games, for visits with company, and to help our parents with the work at home."

Claude said, "Miss E does not give me too much homework; so Mother would let me play football with Eddie, James, and Harry in the afternoons. After supper I had time to do my homework and take a bath before going to bed."

Sylvia declared, "Miss B gave us a little homework. I like a little homework so I will not have to help Mother with the dishes and have time to listen to the radio and read comic books."

7. They have good discipline.

"My favorite teacher made the bad boys and girls behave."

"She makes us mind on class but does not act like a policeman."

"Miss H was strict but not too hard on us. She made me stay in one time for throwing a Dixie cup out the window. She asked me in such a nice way to pick the paper up off the school ground as punishment that I did not mind doing it."

"She very seldom whipped anybody."

"When I was in Miss H's room she kept us so busy that the

first thing I knew it was three o'clock and time to go home."

"I always did so many different things in Miss F's room that I forgot to look at my watch to see what time it was."

Explanation of Table

From the sampling just indicated, a fairly vivid picture may be obtained of the children's replies to the interviewer's inquiries. However, a more comprehensive view is shown in the table on the following page, which depicts the methods listed by the pupils as desirable and shows the way they rated the teachers in the use of these approaches. The letters, representing the teachers, are arranged in order of descending importance; i.e., the teacher mentioned most often in that category is listed first, and the teacher least often mentioned is last. The figures represent the percentage rating of each teacher in that particular category.

Personality Traits Approved by Children

The children commented on the following personality traits of their favorite teachers:

1. They were fair.

"The best teacher I ever had treated us all alike."

"She did not have pets."

"She has no favorites."

"She was fair in every way."

"She gave us all a certain job to do regularly and did not let pets be responsible for all the good jobs."

"She did not give me grades that I did not deserve."

"She was fair in marking and grading our papers."

TABLE III

A PERCENTAGE TABLE SHOWING CHILDREN'S RATING OF
SUPERIOR TEACHERS BY USE OF DESIRABLE METHODS

	A	B	C	D	E	F	G	H	I	J
	%	%	%	%	%	%	%	%	%	%
1. Explain the work clearly	31	18	15	30	26	33	24	45	28	17
2. Give an activity period	29	20	21	40	32	17	18	21	13	27
3. Keep an attractive room	20	36	25	17	25	6	18	17	16	30
4. Use audio-visual aids	17	15	11	36	13	13	42	21	16	23
5. Have parties and picnics	18	18	25	23	13	21	21	17	22	30
6. Do not assign too much homework	---	---	---	---	---	21	---	---	9	---
7. Maintain good discipline	11	15	---	---	9	29	15	38	16	7

"She was fair in giving tests and examinations."

"She let us know ahead of time when she was going to give us a test and told us what to study."

"Sometimes she gave us a second chance to make up a test when we failed it. We were going to have a history test the next day; I did not have time to study for it. My mother was sick, my daddy had to go to work, and I had to take care of my baby brother. I told Miss I about it the next day and she said that, since I usually made fairly good grades, I might try the test, and, if I made too low a grade, I could take it over."

"She did not punish the whole class for one child's misconduct."

"She punished us only when we deserved it; then we knew the reason and what we were going to get or do."

2. They had good dispositions.

Pupils used these adjectives in describing a good disposition: "sweet, cheerful, good-natured, smiling, friendly, even-tempered, happy, jolly, pleasant, nice, does not scold or quarrel, does not get mad, does not lose her temper, is not cross, is not grouchy, is not hateful, is not crabby, is not a sour puss, does not nag, is not sarcastic, does not get angry, does not get furious, is not an old grouch, does not holler, scream, shout, yell at us, does not cry, does not stamp her foot, does not pick up a book and slam it on the desk, does not beat the desk with her fist, does not frown at us, does not make an ugly face at us, does not talk like she could bite our heads off, does not complain, grumble, or gripe when things go wrong, always the same, has a pleasant voice."

3. They had patience.

"She took up a lot of time with us."

"She was willing to repeat material."

"She did not push or hurry us when we were a little slow."

"She never gave up trying to help us until we were able to do it."

"She was so patient with me that I wanted to try again."

"She did not give us a lot of speed tests."

"She helped me with my work when I needed it."

4. They are good sports.

Young children say, "She plays with us"; while older children observed, "She knows and follows the rules of the game."

"She turned the jump rope for us while we jumped the rope, and she would play London Bridge and other games."

"When I had Mrs. D, I would always try to get next to her so I could copy her steps in folk games."

"When I had Miss I, she would play with us. She taught us to take turns and share our large red rubber ball with others. She kept us from getting hurt."

"I liked Miss G better than any teacher I have ever had. Before I had her, the other children would not let me play with them because they said that I would not play right and did not know the rules of the game. I kept their team from winning. I would play sick or go to the girls' rest room and stay until play period was up. Sometimes I would go play with the lower grades. Miss G played with us and showed me how to kick a ball and gave me the rules to kick ball. I would play every time Miss G played with us."

"Miss J knew the rules in softball and baseball. She was our umpire and kept us from getting into arguments and fights over the rules

of baseball and softball."

"She does not make a monkey out of us."

"She does not make fun of us."

"She does not make us feel like a penny."

"She is not conceited, a smarty, a snob, prissy, stuck up, does not think she is better than we are."

Their ideal teacher did not break the school rules; for example, individual pupils said:

"My favorite teacher does not chew gum on class."

"She did not stand out in the halls and talk to other teachers a long time."

"She followed the fire rules when we had a fire drill."

"She did not do unnecessary talking while we were in the auditorium."

"She talked quietly in the lunch room."

"Miss A drinks milk instead of coffee or tea at lunch."

"Mrs. D does not walk across the grass in front of the school lawn and tell us to walk on the pavement or sidewalk."

"She does not primp before, during, or after school hours at school." Another child said, "She does not comb her hair or put on make-up during school hours."

"The best teacher I ever had came to school on time and was not late to class after she got there."

"Miss B did not tell us to not bother her or stay still while she made out a report to go to the office."

"She did not make us eat everything on our plates when the food was not good and throw hers in the trashcan."

5. They have a sense of humor.

"My best teacher tells and reads us funny stories."

"She tells us good, clean jokes and listens to us tell them."

"She can see the funny side of life."

"She can take a good joke any time, especially on April Fool's Day."

6. They are thoughtful.

The favorite teacher is "interested in us," for she remembers "us when we are sick," or "on our birthday," or "after we are out of her grade."

"I had appendicitis and had to go to the hospital. Miss C came to see me while I was in the hospital; she brought me some flowers, a toy, and some letters that the children in class had written to me. The flowers were pretty, I enjoyed playing with the toy, and the letters were written in school in an English class. Most of them were about school."

One little boy said, "Miss A was good to us when we were sick. When I was sick, she came to see me and brought me some fruit and sick cards my playmates made on class."

"When I was in the first grade, Miss E remembered everybody's birthday. When my birthday came, she let me invite three friends to come to my birthday party. I brought my tea set from home for the dishes, and we used a little table in a corner. I set the table and asked my friends to the party. We had ice cream and cake with seven candles on it. Miss E and the whole class sang 'Happy Birthday' to me."

Ronald said, "I was in Miss B's room when I was in the second grade, and I am now in the sixth grade. When I was in the third grade I transferred from Maple Avenue School to another school in the city."

I saw Miss B down town the other day in the bus station. I was so surprised when she called me Ronald, for I thought she had forgotten me by now. She had also remembered that, when I was in her grade, I broke my arm; and she asked me if it ever gave me any trouble."

A high school girl suggested this item: "Miss B can remember names and faces the best of anyone I have ever known. I just do not see how she does it."

The best teacher considers the children's feelings.

"I was sick one day in Mrs. D's room. She took my temperature to see if I had a fever. She let me go to the first-aid room and lie down on the cot."

"I was calling out spelling words to the class because I had made a hundred the last time we had spelling. All of a sudden everything turned black and I knew that I was going to faint. I tried to grab hold of the desk to keep from falling on the hard floor. Miss G caught me before I fell to the floor. She knew what to do, for I remember her putting my head down between my knees. I do not remember anything else except that I was feeling fine in a few minutes."

"I fell down on the playground and hurt my knee. Miss I took time to clean my sore knee, put mercurochrome on it, and bandage it."

"She let us rest a few minutes right after recess and lunch periods."

"On a cold day Miss G would let me stand near the radiator early in the morning to warm my hands and feet."

"I remember one day it was snowing, and we all wanted to go out for a few minutes to play in the snow. Miss J told us we could go for ten minutes if we bundled up. I forgot to put a cap on my head and she

asked me to go back into the room and put it on so I would not take a cold."

"Miss A moved me up near the front of the room because I could not hear very good."

"Miss E did not work us too hard before a Christmas holiday. She gave us a little time to talk about Christmas, tell Christmas stories, and sing Christmas songs."

Because of a religious sect, one girl gave this story:

"I think Miss F did more for me than any teacher I have ever had. I had to wear long hair, long stockings, long sleeves, and could not look like other girls. I wanted to cut my hair so it would look like the other girls'. I resented going to school but had to. I used to do everything I could think of, especially anything that was annoying, to the teacher. I was as noisy as I could be. I liked Miss F the best of any teacher I have ever had, for she told me she liked my pretty long hair and I was a beautiful girl. I had a lot of natural beauty that many girls did not have. I worked the hardest under her I have ever worked in school because I wanted to please her."

Many pupils characterized their ideal teacher thus:

"She enjoys having us, trusts us, and comes to see us."

"My best teacher trusted me with money. On Monday mornings the children would bring their lunch money to me. I would put their names down and the amount given me. I would count and then take the money collected to the cafeteria and get lunch tickets. When I got back to the room, I would put the name and amount on the tickets and give them out."

"Miss E did not spend her time walking up and down the aisle

watching us like a policeman to see if she could catch anyone cheating on a test. I did not cheat in her room because she trusted us."

"When I was in Miss C's room, she was the only teacher I have ever had that could leave the room for a few minutes and even the worst boys and girls were quiet and stayed busy. She did not have old dishonest, mean monitors to take our names because they did not like us or wanted to see us stay in because we did something they did not like. She left us on our honor to be quiet; and, sometimes when she had to stay out too long, she would give us five minutes extra for play period or read us a good fairy tale we all wanted to hear, for being good while she was out of the room."

"I liked Miss A, because she let me borrow her song flute music book to take home with me until I could buy another one. I still had my song flute but had lost my book. I took good care of Miss A's song flute book and gave it back to her when I bought a new book."

"All of my teachers came to see me once, but my favorite teacher came to see me more than once when I had her. My youngest brother was born when I was in Miss G's grade. I told Miss G that I had a little baby brother now and we had named him after my daddy, David Earl, Junior. I asked her to come to see him and she did."

"My best teacher never told us her troubles but was willing to listen to ours."

"When I was in Miss A's room, somebody stole my pretty fountain pen and lead pencil my grandmother had given me as a Christmas present. I told Miss A about it at tip-toe recess period and she helped me find it. Dean had it, and I was glad to get it back."

"I forgot and left my billfold out on the playground at lunch time.

I discovered it after the lunch hour was over. I asked Miss E if I could go and look for my billfold I had lost before somebody else got it. She let me go, and I found it on the baseball field."

The ideal teacher "did not make me stay too long after school."

7. They have good manners.

Describing this characteristic, the children said:

"She respects us."

"She does not yell at us or slap us."

"She says 'thank you' and 'please.'"

"She is polite."

"She opens the door for us when we have our hands full."

"She puts her hands over her mouth when she coughs."

"She uses a clean kleenex when she has to sneeze or blow her nose and puts it in the waste paper basket when she finishes instead of on top of her table, in her pocket book, or in her desk drawer."

"When she accidentally bumps into you, she says 'excuse me.'"

"She does not say 'what,' 'hush,' or 'yeah' to us."

"She knows how to talk over a telephone and does not slam the receiver in your ears."

"I moved from Virginia to Burlington when I had Miss A. I liked her because she introduced me to the children, told me she was glad to have me, and hoped I liked my new school. She made me feel at home that first day."

"On a rainy day she wipes the mud off her shoes before she comes into the building."

"She has good table manners."

"She takes time to wash her hands before she eats."

"She uses a paper napkin."

"She does not take big bites of food and swallow it whole, as if she were in a hurry."

"She chews her food."

"If she drops some food on the floor, she picks it up."

"When she finishes eating, she puts her tray, dishes, and milk bottle where they belong."

8. They are good, honest, and kind.

"She was so good we wanted her to teach us again."

"She forgives us when we do wrong and does not hold a grudge against us."

"She does not keep things that she finds."

"She admits she is wrong and does not tell us she knows something when she does not."

"She did not take up papers to grade and throw them away in the waste paper basket and not tell us that she did not grade them. When she took up our papers to grade, she did not keep them so long that we lost interest or had forgotten them."

"She does not talk too much."

"She understands us; she is not too hard and does not attempt to cram too much work into a short period."

"She is sincere in what she does."

"She is honest."

"She does not say ugly words."

"She goes to church and Sunday School."

"She goes out of her way to please us."

9. They like plants and animals.

One little boy enjoyed the white rat experimentation sponsored by the Durham Dairy Council when he was in the fourth grade under the direction of Miss A. His account depicted the following: "She gave us directions on how to make a pen for the little white rats we were going to have for six weeks. Harold and Clifton volunteered to make the pens. Mary Lou and Shirley Ann brought clean socks with the toe cut out so the rats would not smother and yet have a soft clean bed to sleep on so they would stay warm at night time. Dan brought clean dishes for water and food. A pretty lady from the Dairy Council brought the two white rats in a little pasteboard box with two little holes in it. Miss A let her tell us interesting facts I did not know about these little rats. They both were exactly the same age and sex. They weighed the same when they came. Miss X put each rat in a pen by itself. Miss A let us suggest and vote on what to name them. We decided to name the good rat Mighty Mouse and the poor rat Minnie Mouse. We made a growth chart for the rats, and Miss A let me weigh them one time. Mighty Mouse had pink ears and soft, silky hair; for he had milk, cooked and raw vegetables, whole wheat bread, fruit, and fresh water. He played a lot and was lively. The poor rat was nervous and very cross, his hair was ugly, and he did not have pink ears. He had coffee, candy, and cake for his diet. Miss A would let us feed the rats, give them fresh water and food every day and keep their pens clean. Miss A used to watch the rats wash their face and play. She would let us write stories and poems about them. At the end of the six weeks we had a picture show on the little white rats. I learned a lot."

"I remember, way back in the first grade Mrs. D had a hen and her chickens in the schoolroom. She let me take my rabbit to school one

day to show the other children."

"Miss J had never seen a flying squirrel and was interested in a baby flying squirrel I brought to school one day in my pocket. She let me talk about my pet to the class and tell them how I found it. She let me keep it in the room until school was out that day."

"Thelma and I brought to school one day two cocoons. The teacher showed us how to take care of them. They stayed in the room and we watched them every day. When they came out, we killed and preserved them. One was black and yellow; the other was a pretty shade of green. We mounted them on cotton and put them in a picture frame. We hung them on the wall."

10. They are attractive in appearance.

"She looks healthy."

"She looks as if she gets eight hours' sleep every night."

"She looks as if she gets a square meal every day."

"She keeps her teeth clean."

"She comes to school clean."

"She looks neat."

"She does not smell sweaty."

"She looks like she takes a bath every day and puts on clean clothes."

"She keeps her hair clean and brushed."

"She has lots of pep."

"She walks so quietly we can not hear her coming down the hall."

"She has a pretty walk."

"She holds her shoulders up."

"She sits and stands correctly."

"She does not wear the same dress all the time."

"She wears pretty clothes and shoes."

"She wears pretty earrings."

"She has pretty red fingernails."

"She has pretty eyes."

"She has pretty hands."

"She has pretty legs."

"She does not use loud perfume."

"She is pretty."

11. They are generous.

Only a few children expect their ideal teacher to be generous.

"At Christmas time Miss A gave us all a big lollipop."

"Miss G gave me some interesting stamps to go into my stamp collection and some unusual airplane pictures for my scrapbook."

Explanation of Table

From the sampling just indicated, a fairly vivid picture may be obtained of the children's replies to the interviewer's inquiries. However, a more comprehensive view is shown in the following table, which depicts the traits listed by the pupils as desirable and shows the way they rated the teachers in the use of these approaches. The letters, representing the teachers, are arranged in order of descending importance; i.e., the teacher mentioned most often in that category is listed first, and the teacher least often mentioned is last. The figures represent the percentage rating of each teacher in that particular category.

TABLE IV

A PERCENTAGE TABLE SHOWING CHILDREN'S RATING OF
SUPERIOR TEACHERS BY USE OF DESIRABLE TRAITS

	A	B	C	D	E	F	G	H	I	J
	%	%	%	%	%	%	%	%	%	%
1. Fairness	42	42	28	25	25	33	33	48	34	33
2. Good disposition	31	36	32	25	7	13	21	21	34	40
3. Patience	31	16	32	23	13	17	18	34	13	50
4. A good sport	18	27	11	13	17	33	12	---	16	10
5. Sense of humor	12	---	---	---	23	---	12	---	34	---
6. Thoughtfulness	15	20	34	17	17	21	15	21	13	13
7. Good manners	14	16	13	11	9	6	12	21	13	13
8. Good, kind, and honest	15	15	15	---	9	6	12	17	---	13
9. Nature lover	11	18	11	---	7	15	---	---	---	20
10. Attractive appearance	15	13	11	---	9	29	12	---	22	7
11. Generous	3	1	---	---	---	6	---	---	---	---

Summary of Chapter III

In this chapter the investigator attempted to learn from children the traits they considered most essential in the superior teacher's personality. First, an examination of the literature on the subject was made. It was found that there was general agreement of the authorities concerning the high degree of validity in children's estimates of their teachers, as witness Hart's statement. The second step was to make a survey of 1,027 children in the schools of Burlington, North Carolina, in order to discover what qualities these children considered important in a teacher. An interview, including the two following questions, was given:

1. Who is the best teacher you have had in Burlington?
2. Why do you name this teacher?

The students' answers regarding methods used by teachers they considered superior were listed under such headings, as:

1. They explain the work clearly.
2. They give an activity period.
3. They keep an attractive room.
4. They use audio-visual aids.
5. They have parties and picnics.
6. They do not assign too much homework.
7. They maintain good discipline.

The pupils' answers regarding personality traits they approved may be stated in the following:

1. Fairness
2. Good disposition
3. Patience

4. A good sport
5. Sense of humor
6. Thoughtfulness
7. Good manners
8. Good, kind, and honest
9. Lover of nature
10. Attractive appearance
11. Generous

CHAPTER IV

DATA ON TEACHERS STUDIED

Introduction

The previous chapters of this study have reported the data obtained on the ten teachers deemed by parents, children, and teachers to be superior. The purpose of this chapter is to review the instructors' college training, teaching experience, and other pertinent material.

As already stated, the interview method was used to secure the data for this work and the percentage method was used to select the ten most superior teachers. However, the information relating to the age, colleges attended, years of teaching experience, and the type and grade of certificate, was procured from the Burlington Education Office, where personnel data are kept on file in the Administration Building. The remainder of the information was received from the teachers in an interview arranged by telephone. The meeting time, date, and place was arranged for the convenience of the interviewees.

The Teachers

Teacher A

An analysis of Teacher A's training reveals that she received her Bachelor of Arts degree from Elon College, where her major was English and her minor was social studies. She has attended the Woman's College of the University of North Carolina, in Greensboro, and has been to various art workshops. She is now working on her master's degree in elementary education at Peabody College in Nashville, Tennessee.

She holds a Grammar Grade, Class A certificate.

Teacher A has taught for twenty-five years--a combination of grade four and five for two years, and grade four the rest of the time. She has been Superintendent of Playgrounds for three summers, Baptist Training Union director, Superintendent of the Intermediate Department of Sunday School, active in the Woman's Missionary Union and the Bible school, and has supervised activity work at the Baptist Assembly at Ridgecrest. She is also interested in scouting.

Her record of travel included trips to Florida and New York.

Other data concerning her activities brought out the fact that she has been chairman of her grade group; Devotion, Recreation and Scrap-book Chairman of the Parent-Teacher Association; president of the Classroom Teachers Association; chairman of the Burlington units of the North Carolina Education Association and the National Education Association; and a member of the Burlington policy committee for the school superintendent.

As for personal information, she is forty-five years old, is married, and is talented in art. She studies the material in the cumulative records of each of her pupils before the first day of school. She gives the achievement test at the beginning of school, and, as a result, she places the best students in the back of the room and the poorest in the front. Every child she teaches seems to like arithmetic and spelling and begs her for tests. They usually rate high in these subjects and think that the tasks she gives them are more like games than work. She explains the work in advance so that children will know the day before what they will have the next day. Children understand their homework, as she goes over it with them on class. She helps any individual

who needs it during class hours or after school so that he will not be embarrassed when she calls for the assignment. She tries to use as many preventives as possible to avoid punishing a child and keeps them so busy during school hours that they do not have time to play. She also tries to make each child happy and to treat all children alike, impartially and fairly. She tries to retain a good disposition, to be friendly, and to follow the children's interests and work through high school.

Teacher B

Her training record shows that she holds a Bachelor of Philosophy degree in language and philosophy from Elon College. For three years she attended Columbia University, where she worked on her master's degree, but was forced to stop because of her parents' long illness. Since then she has made further study at the Woman's College of the University of North Carolina at Greensboro, and the University of North Carolina at Chapel Hill, and has attended many workshops. She has a certificate in dramatic arts and one in expression.

In addition to an Elementary, Class A Life certificate, she holds a Principal's Certificate.

Her teaching experience of twenty-nine years includes that of the first grade through high school; she has taught grades three, five, six and seven most often, likes grades three and five best. She has also taught Latin in all the high school grades. She has been primary supervisor, principal of Fisher Street School, principal of a Lexington school, and director of the Burlington Maple Avenue Playgrounds for two summers.

Her outstanding travel experiences included visits to the Grand Canyon, Yellowstone Park, Pike's Peak, Catalina Island, Niagara Falls,

and Quebec, Canada.

Data on Teacher B's honors and activities run the gamut from local to national. Her college honors, however, were too numerous to mention except to say that she held many class offices and athletic offices, was salutatorian of her class, and won Wellon's General Scholarship medal with the average of 97 plus. Other distinctions include the fact that in 1928 she was secretary for the Northwestern District of the North Carolina Education Association, in 1929 she was president of the Northwestern District of the North Carolina Education Association, and in 1921 and 1922 she was a member of the State Executive Board. She was the State Parent-Teacher Association Secretary and was the first woman president of the Northwestern District in the Parent-Teacher Association. She was local chairman of the third-grade group and is on the committee for the current primary science bulletin for the State Department of Public Instruction. She has held so many local offices in the Parent-Teacher Association and in teaching that she cannot remember all of them. Moreover, in 1948, she received national plaudits and a certificate of honor from the Quiz Kids Best Teacher contest.

As to personal characteristics, she is fifty-two years old; is single; and is talented in physical education, especially folk dancing and music, including operetta and dramatic work. She loves children, is interested in their work, and feels that she cannot work unless she has their cooperation. She tries to be fair to her pupils in every way and to encourage and praise them. She feels that a sense of humor and an understanding of the child are most important. For example, she considered the following comment made to her in class as a compliment: "Miss B, I like you because you are so funny." Children remember her

after they have left her grade and have gone through high school. They come back to tell her their troubles and joys and to report progress.

One of the most interesting of her projects was the program called "Little Burlington." This was a classroom civic plan in which the grade operated on the same order as that of the city of Burlington, although the population was only thirty-five. The group had a mayor, city manager, councilmen, and other city employees. They were elected by ballot, just as they were in Burlington. Greensboro and Burlington newspaper men wrote articles about the little city, and news of it was broadcast on the radio.

Teacher C

She received her education from Bethany College, where she majored in physical education and minored in dramatic arts. Since then she has attended Elon College and the Woman's College of the University of North Carolina in Greensboro for further study.

She possesses a Grammar Grade, Class A certificate.

Her experience comprises eighteen years of teaching in grades one through five. In 1947 she was an art director at Burgess Glenn Y. W. C. A. Camp in Cedar Mountain, and in 1948 she was assistant director of the boy's camp at Bareskin Ranch. She is also the director of the junior choir at the First Christian Church in Burlington.

She has travelled to New York, Rhode Island, the New England states, and Chicago.

Other data on her activities developed the facts that she is the devotional leader for the Parent-Teachers' Association and is in charge of the girl's glee club.

Personal accounts disclosed that she is thirty-nine years old,

is single, is talented in physical education, especially folk dancing, in art, and in dramatics. With her pupils, she presents many musical programs and plays, for she believes that this type of work gives the child the opportunity to learn how to face the public, to develop poise, and to think. In like manner, she tries to bring out each child's talents. In addition, she emphasizes reading; many of her children rate high in this subject.

Teacher D

Teacher D graduated with honors from Greensboro College, where she majored in mathematics and minored in languages. She attended summer schools during 1944 and 1947 at Appalachian State Teachers College at Boone, and has also been to the University of North Carolina at Chapel Hill.

She holds a Primary, Class A certificate.

Her teaching experience includes thirty-four years of work. She has taught first and second grades, has been principal of Old Union School for four years, and has been Primary Supervisor for the Burlington schools for seven years.

Teacher D's travel record is unusual, and most of her life has been exciting and colorful. She has been in all of the states of the union except six. In Europe she has seen Portugal and Spain, France, Italy, Switzerland, Germany, Holland, Belgium, England, Scotland, and Ireland. She has also visited Canada, Mexico, Cuba, Panama, South America, and Hawaii.

When she was employed in Farmville, she taught a first grade containing forty-eight children. She did so much with these forty-eight that year that the principal, without her knowledge, had her certificate raised from A two to A four. Her other activities brought out the fact that

she was chairman of the first-grade group, secretary of the Parent-Teachers' Association, and has worked on many committees, such as that for federal aid. She belongs to the book club, music club, and bridge club.

Teacher D, in appraising herself, observed that she was talented in physical education, especially interpretive folk dancing, in art (drawing, painting, claywork, and handwork), and in music. She likes to study famous paintings of great artists and to read about their lives. She devours many novels and enjoys current magazines, such as Reader's Digest, Life, and Time. She enjoys studying new words and building up a large vocabulary. She is especially interested in child psychology and she spends a great deal of time getting acquainted with her school children so that she can understand them and human nature better. She thinks plenty of rest and sleep is important for everyone, particularly teachers. She tries to obtain a well-balanced diet and wholesome recreation. She believes that everyone should travel. She likes children and likes to work with them. She emphasizes creative work, honesty, independence, and the development of each child's personality.

Teacher E

Teacher E's training includes a Bachelor of Arts degree from Elon College, and attendance at a reading clinic at Woman's College of the University of North Carolina in 1944. Her certificate is that of High School, Class A.

Her experience involves teaching in grades two, three, four, and five, and departmental work in grades six and seven. She has taught in Liberty for one year and in Burlington for fourteen years. She finds that the work and interest she takes in her farm in the summer time is

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helpful to her.

Her travels include trips to Florida and Washington, D. C.

She has held various offices in the Parent-Teacher's Association, and has been chairman of the grade-five group.

Personal data revealed that she is thirty-seven years old, is single, is talented in art and music. She is fond of horses and dogs, and enjoys gardening. She tries to understand each child and to be impartial. She introduced a modified form of student government in her room; this work is carried on with the aid of many committees. She thinks guidance is very important and emphasizes reading, arithmetic, and social studies. She enjoys teaching the first two subjects very much. She tries to remember the child when he is sick and has also given children money for lunches, book fees, and supplies when they could not afford to bring them. In order to keep them from feeling as though they are receiving charity, she lets them work for the money.

Teacher F

She received her Bachelor of Arts degree from the Woman's College of the University of North Carolina in Greensboro and has attended the University of North Carolina at Chapel Hill, Duke University, and Columbia University for graduate study.

She holds a Primary, Class A certificate.

Her experience in teaching covers three decades. She has taught grade two for two years and grade one for the remainder of the period. She taught in Mount Airy for one year, in Dunn for three years, in Scotland Neck for three years, and in Burlington for the rest of the time.

Her traveling experiences took her to New York; Chicago (World's Fair in 1933); Atlanta, Georgia; the mountains of Virginia; and Quebec,

Canada.

She belongs to the national honorary society for teachers, Delta Kappa Gamma, and was treasurer for the American Association of University Women.

She is fifty-two years old, is single, and is talented in art and music. She tries to remember names and faces of children after she has taught them. Children are surprised, after they have gone through high school, at her ability to place them. She loves children, is interested in their work, and likes to be with people. She remembers each child's birthday, gives them personal attention, and always strives to be fair to each.

Teacher G

Teacher G received her Bachelor of Arts degree from Meredith College, where she majored in elementary education and minored in history. In 1945 she went to summer school at the Woman's College of the University of North Carolina in Greensboro.

She holds a Grammar Grade, Class A certificate.

She has taught for ten years in grades five and six and was employed by the Franklinton schools before she came to Burlington. Since she has been in the teaching profession, she has been secretary for the Parent-Teacher's Association, grade chairman in Burlington, and president of the local unit of the North Carolina Education Association. She was hostess at Myrtle Beach, junior hostess at the U. S. O., and attended dances at Camp Butner and O. R. D. in Greensboro.

She has been to Florida; Washington, D. C.; and New York.

She belonged to the Burlington Music Club, in which organization she held such appointments as reporter and head of the movie com-

mittee. She is talented in music, voice, and piano. While taking piano, she received a medal for being the most outstanding student of the year. She is a member of the church choir, director of a junior and young people's choir, director of glee clubs in school, and music counselor at a girl's camp near Brevard. Teacher G is thirty-one years old and is single. She tries to have a good, pleasant disposition, good discipline, and the right attitude. She likes to teach social studies, especially history. Pupils have told her that she has a sense of humor.

Teacher H

Teacher H's training shows that she received her Bachelor of Education degree from the Woman's College of the University of North Carolina, where she majored in education and minored in English. In 1945 she attended a workshop in Graham and in 1947 she went to summer school at Woman's College in Greensboro, North Carolina.

She possesses a Grammar Grade, Class A certificate.

She has taught for sixteen years in grades four, six, and seven. She has been president of the Parent-Teacher's Association. She has been instructor in the Vacation Bible School, has been president of the Woman's Missionary Society, and has taught Sunday School.

She has visited New York, the New England states, and Quebec, Canada.

Her personal comments show that she is fifty-one years old, is married, and has one son. She tries to be tactful and honest with parents and children. She thinks good discipline is important and that every teacher should have a good background and should help build up this quality in those of her pupils who are deficient in this respect.

She feels that fairness is essential, since many children lose confidence in their teachers when this attribute is lacking in their professional make-up. She believes that the teacher must stay calm and avoid excitement or nervousness when unexpected incidents occur.

Teacher I

Teacher I received her Bachelor of Arts degree from the Woman's College of the University of North Carolina in Greensboro and is now working on her master's degree in elementary education at the University of North Carolina at Chapel Hill. She has attended workshops in Graham, and health conferences at the University of North Carolina.

She holds a Primary, Class A certificate.

She has taught twenty-one years, one of which was spent in Charlotte and the others in Burlington. Grades one, two, three, and combination grade three and four represent her teaching field.

Her travel record includes trips to Florida, New York and Chicago.

In commenting on herself, she confided that she likes to take the children on little excursions. She also likes children and is interested in their work. She is fond of children's literature and likes to read stories and poems to her pupils.

Teacher J

The file of information on Teacher J established the fact that she received her Bachelor of Arts degree from Eastern Carolina Teachers College at Greenville. She has attended the Woman's College of the University of North Carolina at Greensboro and the University of North Carolina at Chapel Hill.

She holds a Grammar Grade, Class A certificate.

Teacher J's twenty-six years of experience have been varied. She has taught grades one or two in Lexington, Albemarle, Leaksville, Thomasville, and Polkton; and, during the summer of 1944, she worked in New York City.

She has visited New York and Washington, D. C., and has travelled in New York State.

In commenting on her activities, she sets forth that she is forty-five years old, is single, and is talented in art and music. She thinks that patience is very important, and she tries to be fair. She is very fond of flowers, plants, and ferns; in fact, her hobby is the study of both wild and cultivated flowers. She also likes animals, especially cats and dogs.

Elements in Common

Now that an individual picture of the ten teachers selected as superior has been obtained, a composite picture of these teachers should be examined.

The composite teacher is single, is middle-aged, and is interested in art and music. She has an A.B. degree from an accredited North Carolina College. She has taught for at least twenty years, holds an Elementary, Class A certificate, and has travelled up the eastern coast of the United States.

In addition to the receipt of many college honors, ranging in field from sports through class offices, she has served in many Parent-Teacher Association posts, has held many professional chairmanships, and is likely to be a principal or supervisor. A list of community appointments attest to her popularity; her hobbies and outside interests attest to her versatility.

Her strongest point, however, is her consuming interest in, love for, and desire to work with, little children.

The Ideal Teacher Viewed by Parents

At this point it might be beneficial to examine the ideal teacher as viewed by parents. First, consider the masculine viewpoint. The fathers queried emphasized the fact that:

1. As far as they knew, these superior teachers did not use profanity, tobacco, or liquor.
2. Some of them had a sense of humor.
3. They were conservative in their dress.
4. They were loyal to their school, and sincere in their work.
5. They maintained good discipline and did not use corporal punishment unless absolutely necessary.
6. They were broadminded, tolerant, and liberal.
7. They remembered the importance of guidance.

The points considered important by the mothers varied somewhat from those selected by the fathers. The mothers stressed the fact that:

1. These superior teachers loved children and were interested in their work.
2. They had good dispositions.
3. They were tactful and cooperative.
4. They were active church members.
5. They were friendly.

Qualities rated high by both fathers and mothers were:

1. They were fair.
2. They were patient.
3. They have good dispositions and a sense of humor.

4. They were not sarcastic.
5. They had a good educational foundation.
6. They gave the child a good foundation in reading, arithmetic, writing, and other tool subjects.
7. They explained the work clearly to the pupil.
8. They gave the child individual attention.
9. They encouraged and praised the child in his work.
10. They knew and used child psychology.

In contrast to these concepts, the children's favorite teacher rated high in the use of the following methods:

1. They explained the work clearly.
2. They used audio-visual aids.
3. They had an activity period.
4. They gave the children a chance to have parties and picnics.
5. They had good discipline.

According to the children, these teachers rated high in the following personality traits:

1. They were fair.
2. They had a good disposition.
3. They were patient.
4. They were thoughtful.
5. They were "good sports."

The ideal teacher as gleaned from conferences with teachers does not present nearly so clear a portrait. Nevertheless, certain character traits stood out as important in nearly all the discussions of the teachers questioned. These traits were:

1. Fairness

2. Good disposition
3. Sense of humor
4. Patience
5. Good discipline
6. Ability to explain the work clearly

It is readily apparent that certain aspects are common to all the classifications made by each group interrogated. Such common elements may be summarized in the following features:

1. Fairness
2. Good disposition
3. Sense of humor
4. Good discipline
5. Clear explanations

CHAPTER V

SUMMARY, CONCLUSIONS, RECOMMENDATIONS

Summary

This study attempts to analyze the personalities of ten Burlington, North Carolina, teachers conceded to be superior by parents, children, and colleagues, and to discover what qualities accounted for this superiority. This inquiry was not based on a scientific teacher-rating device, but rather on the results secured from over one thousand interviews with parents, children, and teachers. Each was asked the two following questions:

1. Who is, in your opinion, the best teacher at present in the Burlington elementary schools?

2. Why do you think this teacher is superior?

It was found that parents named the following traits spontaneously when describing the superior teacher:

1. Patience
2. Fairness
3. Good disposition
4. Sense of humor
5. Tactfulness
6. Cooperation
7. Friendliness
8. Dependability
9. Broadmindedness
10. Versatility

The following methods of approach used by these teachers were selected as exemplary by the parents:

1. They explained the work clearly.
2. They were interested in their work.
3. They knew and used child psychology.
4. They understood the child and his environment.
5. They gave the child individual attention.
6. They maintained good discipline.
7. They encouraged the child in his work.
8. They did not assign too much homework.
9. They gave the child a good educational foundation.
10. They used guidance.
11. They loved children.

The children named these traits as desirable:

1. Fairness
2. Good disposition
3. Patience
4. Good sportsmanship
5. Sense of humor
6. Thoughtfulness
7. Good manners
8. Goodness, kindness, and honesty
9. Lover of nature
10. Attractive appearance
11. Generosity

The children mentioned the following desirable methods used by superior teachers:

1. They explained the work clearly.
2. They gave an activity period.
3. They kept an attractive room.
4. They used audio-visual aids.
5. They had parties and picnics.
6. They did not assign too much homework.
7. They maintained good discipline.

The colleagues did not know the superior teachers well enough to judge their traits and habits personally, but did mention the following characteristics as advantageous:

1. Fairness
2. Good disposition
3. Patience
4. Sense of humor
5. Good discipline
6. Explained new work fully

Conclusions

The superior teachers have in common the following qualities, attitudes, and habits:

1. They have a college education and hold a grade A certificate.
2. They have had much teaching experience.
3. They have held school offices and are active church members.
4. They have won honors.
5. They have had some experience in traveling.
6. They are talented.
7. They love children and are interested in their work.
8. They try to be fair.

9. They try to be patient.
10. They try to have a good disposition and a sense of humor.
11. They maintain good discipline.
12. They explain the work clearly.

Recommendations

The young teacher should cultivate the following qualities:

1. Fairness
2. Patience
3. Good disposition
4. Sense of humor
5. Good sportsmanship
6. Good discipline
7. Ability to explain the work clearly
8. Know and use child psychology
9. Understand the child and his environment
10. Use guidance
11. Love children and be interested in their work

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